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ABSTRACT

This book brings a philosophical perspective to the topic of children's thinking. It attempts to answer the questions of what it is to think and understand, and how children do so. The book provides an introduction to the philosophy of education as it relates to children's understanding, and is careful not to assume any previous philosophical background. The focus is on a limited number of perspectives central to structuring children's learning relevant to classroom practice. Part one addresses thinking and understanding in the context of the primary school curriculum by introducing the problem, describing what is involved in developing children's thinking, and how children's learning should be structured. Part two addresses some answers in the rationalism and thinking view by describing the rationalist view of thinking, and relating rationality to the individual, liberal education, and education reconsidered. Part three provides an existentialist perspective and addresses the existentialist backdrop to thinking and understanding, self-expression in learning, authentic-rational thinking and poetic thinking. Part four explores the role of the teacher in developing children's thinking, including the place of structure in developing thinking, assessment of children's thinking and understanding, and teaching as poetry. (Author/SD)

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